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ABSTRACT

In response to intended future California legislation which would allot state aid to schools on the basis of how well each educational program met its stated objectives, the Comprehensive Career Guidance System (CCGS) was developed. It is a systematic approach to the development and evaluation of guidance oriented objectives and related instructional and evaluational experiences for students and parents. Assumptions basic to the design are enumerated prior to descriptions of activities which develop, implement and evaluate the CCGS. Activities in four areas are summarized: (1) guidance needs of students; (2) components to meet these needs; (3) implementation of these components through materials and procedures; and (4) evaluation of the effects of the components. A description of two components of the overall CCGS are presented separately. A program which deals with meeting Personal-Problem Solving Needs and one devoted to behavior assessment and modification in learning and interpersonal development were chosen as being representative of the broader program. (TL)

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PLANNING AND IMPLEMENTING A COMPREHENSIVE CAREER SYSTEM OF INDIVIDUALIZED GUIDANCE

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Concepts of fiscal accountability and cost effectiveness are achieving wide notice in educational circles. The California legislature has issued a declaration of intent that all school districts adopt and utilize a program budgeting approach beginning with the 1972-73 school year. Under this process of managing by *objectives*[1], state support to education will be allotted on the basis of how well each particular educational program meets its stated objectives. Precisely defined objectives, together with evidence that students are attaining and benefiting from such objectives, will do much in the future to insure that *guidance* activities receive adequate financing and legislative support.

With specific objectives operationalized in terms of student behaviors, guidance personnel would be able to explain clearly to students, parents, and to the general public specifically how guidance can contribute, and is contributing, to student progress. Each student and his parents could be assisted: (1) to formulate his long-range *goals*; (2) to specify the guidance and other instructional objectives through which he must proceed in order to achieve these goals; and (3) to indicate when he had attained these objectives as well as how he had progressed toward his goals. Guidance activities in such a setting would be more likely to receive student acceptance, in addition to parental and broad public support, because of their personal relevance and individualized nature.

Guidance people have begun to realize the mammoth effort needed to develop behaviorally specific, guidance-oriented objectives. As difficult as the process is of identifying and specifying objectives within defined curricular areas (e.g., mathematics, social studies, etc.), it seems infinitely more difficult in the area of guidance where previous attempts have been unsystematic and abbreviated.

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[1]Words italicized and underlined throughout this paper are defined in the Glossary

However, only a few guidance and counseling advocates (cf. Krumboltz, 1966; McDaniel, 1969; O'Hare, 1969; Wellman, 1967) have stressed the need to define guidance objectives in terms of *student outcomes* rather than only as characteristics of guidance services or of a course of study. We have been attempting to use a systematic approach to develop and evaluate guidance-oriented objectives and related instructional and evaluational experiences for students and parents. These attempts have focused on the development and evaluation of a Comprehensive Career Guidance System (CCGS) for programs of individualized education where computer support facilities are available. It is predicted that during the 1970's, as public and private schools move more and more in the direction of individualized education, continued emphasis will have to be placed upon individualizing *student goal formulating and planning* so that progress can be made beyond *individualized instruction* and into meaningful *individualized education* (cf. Flanagan, 1968).

Our activities have focused on both the specification of objectives and the development of, or synthesis of currently available, instructional and evaluational materials and procedures related to these objectives. To do this we have investigated a series of guidance prototype programs, some of which will be presented and demonstrated in today's program. The ultimate aim of activities such as these on the CCGS is that a comprehensive data bank of behavioral objectives, each keyed to a variety of appropriate instructional and evaluational materials and procedures, will be available for counselor, teacher, student, and parent use. With such a bank, guidance personnel should be better able to individualize guidance services to the separate *needs* of each student.

CCGS ASSUMPTIONS

Basic to the rationale underlying the design of the Comprehensive Career Guidance System are the following assumptions.

1. Guidance must facilitate individualized goal formulation and planning. It must take the major responsibility for helping develop and protect the individuality of students. To meet this assumption, guidance must provide students and parents with individualized assistance so that students will be able to formulate and pursue immediate and long-range personal goals, together with related plans for achieving these goals, in a number of life areas of activity.
2. Guidance must integrate closely with the basic instructional system. In this way, each student will be able to select and utilize a unique set of instructional objectives in order to progress toward his personal *career* goals.
3. Guidance must serve the guidance-related needs of all students at each academic level, not just the needs of a selected group of students.
4. Guidance must help students to meet all their career-related needs. Immediate as well as long-range needs must receive attention as must career needs in other areas of behavior than just those involved in educational and vocational choice.
5. Guidance must assist students to participate actively in solving their own *problems*. Here the concepts of "each student as a problem solver"--i.e., a planner, a decision maker, a self manager--and "educated student involvement" in decision making and planning must be stressed. These concepts assume that students are capable of learning how to formulate and pursue their career goals and plans. Once students have acquired the prerequisite knowledge and skills, they should be encouraged to make, and assume responsibility for, the decisions which will influence their total career development.
6. Guidance must emphasize a core of continuous, sequential learning activities which facilitate career development. This core would constitute the

developmental phase of guidance; a secondary emphasis would be placed upon the *prescriptive phase* aimed at remediating specifiable problems of individuals or small groups of students.

CCGS ACTIVITIES

The following four sections summarize activities constituting the approach we have used in attempting to systematically develop, implement, and evaluate the CCGS.

1. Identification of Guidance-related Needs of Students

A guidance system focusing on the comprehensive career needs of students must first determine the needs of the students it serves. On the basis of student and parent needs information, a data bank can then be developed containing behavioral objectives and related learning activities designed to help students progress toward their career goals. The literature is replete with theory-based opinions and subjective observations of student career needs. There also are a number of reports using more objective data collected through needs surveys of current students and follow-up studies of school graduates and dropouts. Too often such opinions and data involve abstractions which are difficult to use to develop guidance learning activities focusing on specific student knowledge, skills, attitudes, and overt behaviors. Analyses of successful guidance programs and guidance-related research projects often provide more detailed student needs information. Since both student characteristics and social context variables undergo frequent change, the most useful information ultimately must be based on records of: decisions faced by current and former students; goals they have, or might have selected; and critical incidents of behavior which were, or might be, effective in helping them achieve those goals.

Our preliminary investigation of these information sources has identified six interfacing areas of student needs. They represent the six broad areas toward which guidance activities should be directed.

a. Vocational. Behaviors that are related to exploring and eventually pursuing opportunities in the world of work and to exploring one's personal characteristics related to such opportunities.

b. Educational. Although often related to vocational behaviors, behaviors in this area can involve exploring and pursuing educational opportunities independent of, or not immediately having, vocational concomitants. These behaviors involve exploring and pursuing the amount and kind of education and training one wants during and after public school and throughout life.

c. Social. Interpersonal behaviors needed in small group situations, including two-person relationships. Behaviors applicable to various settings including home, classroom, and marriage.

d. Academic-learning-personal. Behaviors involved in handling difficult situations and varied learning tasks more effectively and efficiently. learning how to learn in varied settings, not just in the formal classroom, is of prime concern here as are students' thoughts and feelings in non-social interaction settings.

e. Citizenship. Behaviors differentiated from those in the social behaviors area because they are appropriate to larger groups of people and to secondary (e.g., government) rather than primary (e.g., family) social systems.

f. Leisure. Behaviors utilized in the exploration of and involvement in leisure, cultural, recreational pursuits and behaviors involved in exploring one's personal characteristics related to such pursuits.

2. Specification of Guidance Components to Meet These Needs

To expedite the process of guidance program development and to prevent unnecessary fragmentation of guidance activities, manageable groupings of student needs have been derived. The 12 components listed below have been specified. These cut across the six areas of behavior in which student need information is being collected. Thus far, our efforts have been directed toward student goal formulation and goal-directed performance needs (including decision-making, planning, and implementing processes) in reference to the first four of the content areas of behavior just described.

An explicit statement of the rationale underlying the derivation of instructional objectives was attempted before we tried to specify student needs in terms of behavioral objectives. Once the more general objectives had been listed, specific student outcomes were recorded in order to indicate the knowledge, understandings, attitudes, or overt behaviors students would have if they achieved each objective.

a. Direct Interventions--learning activities employed directly with the student.

(i) Developmental Phase--focusing on preventive guidance, positive mental health, facilitating student career development through a core of continuous, sequential learning activities for all students.

(1) Orientation-in--orienting students for a new educational level, for a new educational system such as individualized education, for an innovative guidance program, or for a new specific school setting.

(2) Personal assessment--understanding and developing one's own abilities, interests, physical, and social characteristics, and preferences related to available career opportunities in each of the six areas of behavior.

(3) Personal choice opportunities--considering career options available in each of the six areas of behavior.

(4) Personal problem-solving skills--for making decisions and plans wisely and for implementing these so as to use personal assessment and personal choice opportunities information in each of the six areas of behavior.

(5) Formulating and pursuing personal goals--so that each student will be assisted to formulate and pursue his goals and his plans for achieving these goals in each of the six areas of behavior.

(ii) Prescriptive Phase--focusing on guidance learning activities that are corrective and remedial in nature for those students experiencing specifiable problems for which assistance already is available in the guidance programs or can be developed.

(6) Within-school prescribed learning experiences--for learning, intrapersonal and interpersonal problems; any idiosyncratic problem occurring in the six areas of behavior.

(7) Orientation-out--prescribed learning experiences for problems such as entering the world of work, dropping out without specific plans, enlisting in the military.

b. Indirect Interventions--implemented by technological or human resources around the student on his behalf in order to assist the student to protect and foster the development of his individuality. (Time has not permitted the development of a complete set of strategies of the indirect intervention suggested by this section.)

(i) Interventions implemented through providing assistance to assess and possibly modify:

(8) Aspects of the educational setting and system

(9) School personnel

(10) Home and neighborhood factors

(11) Community resources (e.g., health, social, and welfare agencies; businesses and industries)

(ii) Interventions implemented through:

(12) Guidance-related research and evaluation--experimentally controlled studies, follow-up studies, and analyses of changes in the characteristics and needs of the student population.

3. Implementation of Guidance System Components

The keying of learning materials and procedures to specific student-based objectives within CCGS direct intervention components has received most of our attention during recent months. Materials and procedures which assist the student in the acquisition of each objective have been either developed or gathered from those currently available; then they have been organized into programs and made ready for a full range of field tests. Usually these are implemented with students and parents in either self-instructional or small group instructional process. Our typical procedure is: (1) to present students with statements of appropriate instructional objectives; (2) to indicate to them what materials they should use and what procedures they should follow to achieve these objectives; (3) to provide a setting in which they can emit the related behavioral outcomes; and (4) to help them to evaluate the extent to which they have met the objectives which they previously participated in selecting.

In this manner, guidance learning activities might include instructional units providing objectives written for students together with appropriate instructions directing the student toward resources such as booklets, texts

audiotapes, films, filmstrips, videotapes, group discussions, and visitations with community resource persons. Counseling personnel (i.e., teachers, counselors, school psychologists, school social workers, etc.), contacts with individual students or with groups of students, computer monitoring, and on-line computer assistance are other available techniques. Diagram A on page 10 provides one example of how some of these learning materials and procedures have been implemented directly with students in the educational and vocational areas of behavior. Implementing these activities and techniques necessitates concern for the settings in which they will be tried and for conditions which will expedite the maintenance of these aspects of the CCGS over an extended period of time.

Diagram B below briefly summarizes the personal problem-solving skills around which we have been attempting to organize all CCGS learning activities in each area of student behavior. This diagram stresses the concept of "each student as a problem solver." Each skill outlined has been defined in terms of more detailed student behaviors which are the foci of a student training program we currently are developing.

DIAGRAM B

SUMMARY OF PERSONAL PROBLEM-SOLVING SKILLS

Planning Emphasis:	Perceiving and defining problem
	Gathering and evaluating information
Decision Making Emphasis:	Considering multiple alternatives and their related consequences
	Selecting alternate solutions and plans
Implementing/Managing Emphasis:	Implementing plans
	Analyzing product/process

DIAGRAM A

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Guidance Research Program

SKILL AREA 2

OBJECTIVE 1

GUIDANCE LEARNING UNIT

Santa Clara High School

GENERAL OBJECTIVE:

To understand four types of personal characteristics and how these might relate to job opportunities.

To accomplish this objective you should be able to do the following specific things:

1. to choose from a list four important things (abilities, interests, physical characteristics, and college or job characteristic preferences) that you should consider when thinking about your future educational and vocational goals;

2. after reading a description of a make-believe person, to identify examples of each of these four things; and

3. to explain your understanding of these four things and to provide examples of how they might influence the selection of your educational and vocational goals.

USE THESE MATERIALS	DO THE FOLLOWING ACTIVITIES
1. Book: *Occupations and Careers*, McGraw-Hill, Feingold and Swerdloff.	1. Read pages 12-19 using the above objectives as guides for your reading.
2. Filmstrip: *When You Go To Work*, Popular Science (Set 0-9).	2. Let your counselor know when you are ready for this activity. As soon as at least four other students are also ready, your counselor will call you together to view and discuss this filmstrip. He has a Study Guide available for this activity.
3. Booklet: *You: Today and Tomorrow*, Educational Testing Service, Martin R. Katz.	3. Using the above objectives as guides for your reading, read pages 13-19 and 51-60. Do not write in the booklet. Make your notes on a separate piece of paper. Then put your notes in your file folder.

Important: When you have completed these activities, see your counselor to have him check you in the specific objectives above and to sign your Program of Study.

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We have been working on four different types of indirect intervention. One area that has been stressed has been the application of contingency management techniques in both individualized and quasi-individualized school settings. In one intermediate school, an activity center providing students with reinforcing activities in which they can engage contingent upon successful completion of agreed-upon learning activities currently is receiving extensive experimental investigation. We also have been exploring: the monitoring of student academic progress in individualized educational programs, the training of counseling personnel to help students and parents to implement CCGS activities, and the evaluating of existing guidance programs in public and private schools.

4. Evaluation of Guidance Component Effects

A key element of the whole CCGS approach is the construction and continued improvement of evaluation instruments keyed to each behavioral objective. To be useful, these instruments must be capable of assessing the student on each objective either before or after he has entered into a learning activity. As with any feedback model, these instruments and the data collected through them must help to refine the objectives and student learning experiences. The ultimate type of criterion for the evaluation of any guidance program must be the degree to which each intervention facilitates student progress toward his agreed-upon goals--that is, the degree to which each student's guidance needs are being satisfied.

Evaluation strategies involving a counselor "check" such as the one used in Diagram A are not sufficient. Specific measures need to be developed to sample each student's knowledge, skills, attitudes, and overt performance related to his agreed-upon instructional objectives and his immediate and long-range goals. We have been developing:

a. knowledge measures, such as an Occupational Knowledge Survey of the world of work, job families, and specific occupations;
b. simulation tests of problem-solving skills;
c. attitude inventories, such as instruments to sample student attitudes before and after activities designed to orient the student to individualized education programs, and student attitudes toward having or not having career goals;
d. performance sampling techniques either using the critical incident procedure to assess student personal and social behaviors in simulated and naturalistic situations or using student recall of behaviors as sampled in the Vocational Exploratory Behavior Inventory.

Every item on measures such as these must be keyed to specific instructional objectives which the student with the aid of counseling personnel can select from a data bank of available objectives.

CCGS DIRECT INTERVENTIONS SUMMARY

It is our position that direct interventions with students and parents make up the fundamentals of any guidance program. Diagram C on page 13 attempts to conceptualize the basic CCGS approach to direct interventions with the student. The six areas of student behavior make up one dimension in this diagram. We conceptualize these to represent the major content areas of direct intervention. A second dimension summarizes the six basic personal problem-solving skills and focuses on the process of introducing direct interventions. Students are assisted to use these skills to formulate and pursue personal goals and plans in each of the broad areas of behavior. The third dimension outlines the four-step procedures for implementing the CCGS program; these procedures include how learning activities are presented to students and parents and how they are evaluated. The behavioral objectives related to student guidance needs, and thus

C ~ DIRECT INTERVENTIONS

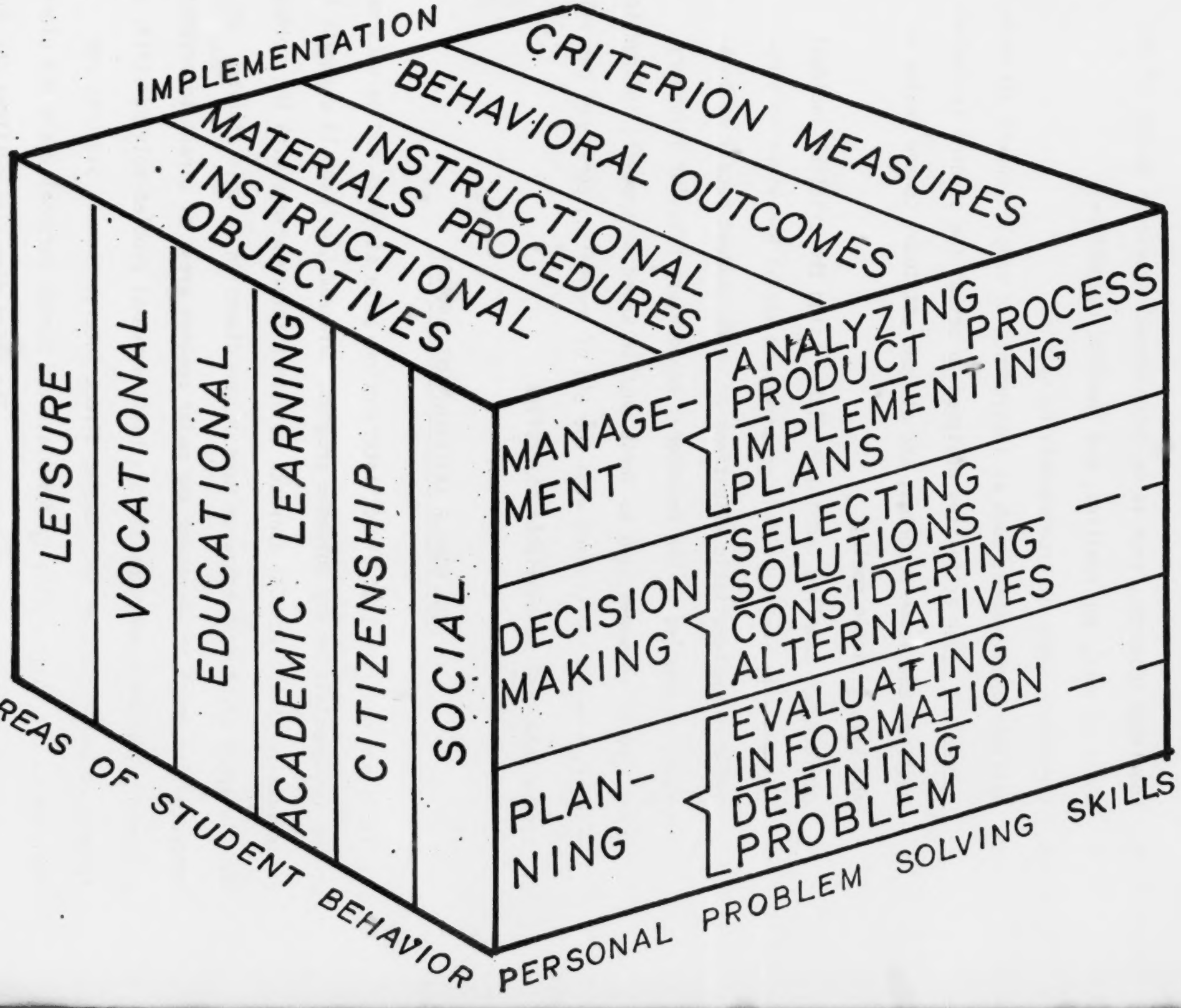

DIAGRAM C

their personal goals, are the focal points of this instructional and evaluational procedure. Other dimensions of secondary significance have been considered in addition to these three. One such involves the nature of control of student behavior in each area with variations ranging from complete student control to complete control by others. Still another dimension deals with the degree to which the activities engaged in by the student are appropriate to the situational context.

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GLOSSARY OF CCGS TERMS

Career--having to do with all possible patterns of choice not just those in the educational or vocational domain; refers to an individual's total life style.

Personal Goal--a desired state or set of conditions that has a regulating function over an individual's behavior; something toward which he might decide to direct his efforts.

Instructional Objective--a statement of a behavior, attitude, or understanding which can be achieved within an instructional program and which can be related to an individual's immediate career goals.

Student Goal Formulating--the process of each individual selecting and setting immediate and long-range goals from a universe of available goals for various areas of his career. Also, involves relating his personal goals to instructional objectives available in the total educational program. Once an individual has been assisted to select instructional objectives related to his

career goals, these become part of his program of studies which should regulate his academic performance.

Purpose, Aim--more general concepts representing the desired ends of systems, programs, or organizations; but not the ends of specific individuals.

Personal Plan-- an organized sequence of details, which might include a schedule, for how an individual decides to go about formulating or achieving one, or a group, of his career goals or achieving his instructional objectives.

Student Planning--the process of each individual establishing plans for how to go about formulating or achieving one, or a group, of his goals or achieving his instructional objectives.

Personal Need--the discrepancy between conditions defining an individual's present status and those defining his desired status; expressed either in the form of a career goal or an instructional objective.

Personal Problem--a perceived personal need which the individual decides to resolve or satisfy; acknowledges that there is a discrepancy--a goal or an objective he could achieve; and commits himself to work at removing that discrepancy--i.e., satisfying that need.

Student Outcomes--specific student thoughts, feelings, and overt behaviors resulting as products of their learning activities.

Individualized Instruction--providing instruction individualized to student personal characteristics and background of experience but not making any attempt to provide for students' individual goal formulating and planning.

Individualized Education--individualized instruction in addition to individual goal formulating and planning.

Guidance--the total content and process aimed at helping students to develop and to protect their individuality and potential. Counseling is an interpersonal process strategy which provides one type of alternative for achieving this aim.

Developmental Phase of Guidance--focusing on preventive guidance and positive mental health; facilitating student career development through a core of continuous, sequential learning activities for all students.

Prescriptive Phase of Guidance--focusing on guidance learning activities that are corrective or remedial in nature for a student or group of students experiencing specifiable problems for which assistance already is available in the guidance program or can be developed.

DESCRIPTION OF A

PROGRAM FOR EFFECTIVE PERSONAL PROBLEM SOLVING

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Meeting Personal Problem-Solving Needs

A major cluster of student guidance needs that has been postulated repeatedly in professional literature revolves around the capability of each student to solve wisely a wide variety of personal problems that confront him in his daily life. Such problems range from fears related to school tests, to getting along with other people, to selecting a vocation. Assisting students to fulfill their needs relative to this personal problem-solving capability has been viewed as a priority task of the guidance movement in American education. The CCGS component aimed at fulfilling this cluster of guidance-related needs is embodied in the Program for Effective Personal Problem Solving (PEPPS).

PEPPS is designed to provide students with a repertoire of behaviors which are postulated to be useful in solving personal problems effectively. These behaviors have been grouped into the six skill areas noted below. Students are assisted:

1. to conceptualize personal problems in a manner conducive to their solution;

2. to formulate and carry out a systematic search for accurate and reliable information which has a bearing on the solution to the problem;

3. to formulate and examine several alternative solutions to the problem including the possible outcomes of implementing each, their probability of occurrence, and desirability;

4. to select a preferred and a second choice alternative according to a specified rationale for selection and to formulate plans for the implementation of these alternatives;

5. to exhibit the actions necessary to the implementation of the preferred alternative and from feedback received during implementation to determine the appropriateness of modifying or changing the plan of action; and

6. to analyze the process and product of their problem-solving efforts in order to improve their behavior in future personal problem-solving contexts.

Objectives, stated in terms of what each student will be able to do as a result of exposure to the PEPPS training materials, have been formulated. In addition to the actual Training Phase, two other phases--an Orientation and Placement Phase and a Terminal Test and Follow-up Phase--are envisioned as part of PEPPS.

Student Experiences in PEPPS

As he enters the Orientation and Placement Phase of the program, each student is exposed to the "Pathfinder," a handbook designed to explain the program to the student including the behaviors contained in the program, how he will be learning to do them, and how they can be useful to him in his own life. He also views a film which portrays a student facing and solving a personal problem in his own life while using the behaviors which are taught in the training program. Following this, each student responds to a placement test composed of two parts. In the first of these, he completes a self-report device on his current behaviors in personal problem contexts. In the second part, the student experiences a simulated personal problem in which he exhibits the behaviors he believes are appropriate in finding a satisfactory solution to the problem. From the data provided by these two instruments, a profile is developed to indicate the student's personal problem-solving strengths and weaknesses in terms of the behaviors taught in the training program. This information forms the basis of a student-counselor or student-teacher conference to make decisions on a sequence of training activities fitted to the needs of the particular student involved.

The Training Phase is divided into six parts, each one corresponding to one of the six skill areas noted on page 1. Although each of these training sections is unique to a considerable degree in terms of the actual educational activities used to accomplish the appropriate training objectives, there is a general similarity in the way each section is structured. Upon beginning his training in any skill area, the student receives a guide sheet which explains to him: (1) exactly what he should know and be able to do when he has completed the activities outlined; and (2) what materials he should use and the activities in which he should participate in order to fulfill the objectives mentioned in the guide sheet. Subsequently he is exposed to an audio-taped social modeling presentation in which a student much like himself exhibits the problem-solving behaviors being trained. The presentation is stopped at several preselected points so that each student

can respond to questions concerning what is being covered in the presentation. Next, the student is directed to a number of readings and exercises designed to insure his understanding and to help him practice the behaviors being trained. Each training segment concludes with a simulated problem-solving situation which is directed at assessing what the student gained from his training experience in that segment.

After having completed his training, the student enters the Terminal Test and Follow-up Phase. Here, the self-report survey of problem-solving behaviors mentioned in the Placement Phase is readministered along with a full-scale problem-solving situation in order to assess overall improvement in the student's personal problem-solving behaviors. A subsequent teacher or counselor conference determines whether the student has benefited sufficiently from training to exit from the program, whether he should review particular training segments, or whether more extensive training should be prescribed. The Terminal Test, however, is only a short-term assessment of the effects of training, and procedures more closely associated with the student's daily life experiences are planned. Such techniques as structured interviews with significant individuals in the student's environment and observations of the student in personal problem contexts are contemplated at intervals somewhat removed in time from the actual training. The ultimate criteria of effectiveness of PEPPS must be actual changes wrought in the daily personal problem-solving behaviors of the student.

Current Status of PEPPS

The behaviors to be trained in PEPPS, specific training objectives, and the overall organization of the program have been clarified, and production of actual materials for both students and program administrators has been underway for several months. Initial field testing of some training and orientation materials is contemplated shortly. However, extensive additional field tests and revisions of materials are needed before PEPPS will be available for more complete operational use in the schools.

THE CCGS PERSONAL AND SOCIAL DEVELOPMENT PROGRAM

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The Personal and Social Development Program (PSDP) is one of the prototype programs of Component No. 6 of the CCGS and is devoted to behavior assessment and behavior modification in the areas of learning and interpersonal development.

General Student Objectives of the PSDP. (These have been behaviorally defined for each of the assessment techniques noted below.)

1. To deal effectively with difficult situations (e.g., when the student fails or is teased or criticized).
2. To carry through on assigned and agreed-upon tasks with responsibility and effort.
3. To show independence, initiative, and originality when faced with unexpected situations or special needs.
4. To show a sense of personal character and integrity toward work and in dealing with others.
5. To show consideration for the feelings of others.
6. To contribute to group interests and goals.
7. To deal effectively with rules, conventions, and teacher suggestions.
8. To function effectively in a leadership position when in a small group or with another student.

Assessment Techniques

1. The Performance Record (Intermediate Level). The Performance Record can be used by teachers and counselors or students themselves. It consists of a list of behaviors which are related to the general objectives listed above and which are thought to be critical in the development of students. These behaviors are of two types: behaviors to be encouraged and behaviors to be improved. Teachers and counselors record the critical incidents of student behavior which they notice spontaneously during the course of a school day.

Computer processing of incident data has been developed so that recommendations can be made back to the classroom for teacher-student or counselor-student discussion and joint decision making.

2. The High School Social Situations Test (HSSST) (Secondary Level). The HSSST consists of a series of realistically structured situations in which students participate either individually or in small groups. In each situation, some of which involve student actors who are given roles to play, a student observer has a record sheet which consists of a list of critical behaviors for him to watch for in that situation. When one of the behaviors occurs, he indicates which student performed it. These behaviors relate to the general objectives of the program and are either behaviors to be encouraged or behaviors to be improved.

Behavior Modification

At the current time, this prototype CCGS program involves instructional booklets through which students progress with a minimum of assistance from school personnel. Training materials for counseling personnel assisting students in this program also have been prepared.

One type of student booklet is devoted to helping students maintain behaviors which enable them to achieve the goals of the program, or to help them learn these behaviors if they do not perform them already. These booklets offer several suggestions of ways in which to do this. For example, one suggestion is to use self-control once the desirability of performing the behavior is recognized. Another suggestion is to observe others who role model the desirable behavior. Written models are presented in the booklets and students are encouraged to search for other models including real life ones.

A second type of booklet is devoted to helping students reduce or eliminate undesirable behaviors which prevent them from achieving the goals of the program. Again, suggestions of ways in which they might do this are presented in the booklets.

Status of the PSDP

The Personal and Social Development Program currently is undergoing extensive field testing at both the intermediate and secondary levels. We are evaluating the program in terms of student and school personnel reactions to it, and the effectiveness of the behavior modification booklets in bring about changes in the specific behaviors for which assistance is provided.